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European  
Commission

## Blended Intensive Programme for Staff: Culturally Responsive Teaching for Inclusion in Higher Education

Are you interested in strengthening your teaching practice to better support diverse student cohorts?

### Key Information

**Virtual component: 20 May 2026 and 30 June 2026**

This includes an initial mapping and identification of one challenge or area you would like to address.

**Physical mobility: 8 June 2026 to 12 June 2026 inc.**

A short, intensive in-person programme hosted by the University of Limerick, featuring workshops, seminars, group projects and activities, facilitated reflection as well as cultural activities

**Who should apply?**

- Academic staff involved in teaching and curriculum design
- Professional staff supporting teaching, learning or student success

No prior formal training in culturally responsive teaching is required. The programme is designed to support participants at different stages of experience.

**Please complete the following form to apply:**

<https://forms.cloud.microsoft/e/hqMadYZ8rD>

Participants may apply for Erasmus+ Staff Mobility for Training funding at their home university.

**Erasmus+ Code: IRLLIMERIC01**

**BIP Code: 2024-1-IE02-KA131-HED-000224357-1**

### Our goals

This Blended Intensive Programme aims to:

- Support staff to critically examine their teaching in relation to inclusion and student success
- Enable participants to identify structural and pedagogical barriers within their own modules or programmes
- Develop approaches to curriculum, teaching and assessment that respond effectively to diverse student cohorts
- Support participants in designing practical responses to identified challenges
- Strengthen the connection between institutional priorities and day-to-day teaching practice

### Partners

This Blended Intensive Programme is coordinated by the School of Modern Languages and Applied Linguistics University of Limerick with partners from the EMERGE European Universities Alliance, which includes Europa-Universität Flensburg, Germany, Univerzita Mateja Bela v Banskej Bystrici, Slovakia, Universidade da Coruña, Spain, Université Rennes 2, France, University of Inland Norway, Norway, Université Bretagne Sud, France, Neapolis University Pafos, Cyprus and Democritus University of Thrace, Greece.

A key feature of the programme is a guest workshop delivered by colleagues from the Community College of Baltimore County, USA, an open-access, multi-campus college serving a highly diverse student body, where culturally responsive and inclusive teaching approaches are used in practice to address gaps in participation, retention and student success.



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**Any questions or queries please contact**

[erasmusprojects@ul.ie](mailto:erasmusprojects@ul.ie)



# Culturally Responsive Teaching for Inclusion in Higher Education (For Staff)

## What is this BIP About?

Culturally Responsive Teaching has become of increasing relevance as higher education institutions internationalise and become more culturally diverse and it is an approach that supports EDI and the UNSDGs (SDG4 in particular). Higher education classrooms are increasingly diverse, yet differences in student experience and outcomes are evident. Culturally responsive teaching focuses on how teaching practices engage with and make use of the diverse backgrounds, experiences and perspectives that students bring to their learning. The programme centres on teaching and learning as the primary site of change. It examines how curriculum design, assessment and classroom practice can either support or constrain student engagement, belonging and success.

Participants will work with a three-level framework to analyse their own context:

- Policy and strategy examining university priorities, EDI frameworks and the wider context shaping teaching and learning
- Teaching, learning and curriculum looking at programme and module design, assessment practices and pedagogical approaches.
- Student experience through classroom interactions, participation, feedback and students' sense of belonging

This framework links the university context with teaching practice and student experience.

## Participants will work together through:

- Key concepts in culturally responsive teaching and inclusive pedagogy
- The relationship between curriculum design, assessment and student outcomes
- Analysis of their own teaching context using the three level framework
- Peer discussion and review of identified teaching and learning challenges
- The development of practical teaching, assessment or curriculum tools.

## By the end of the programme, you will be able to:

- Analyse your teaching and learning context using the three-level framework
- Identify barriers to inclusion within curriculum design, assessment and classroom practice
- Apply culturally responsive approaches within your own discipline
- Redesign elements of your teaching to better support diverse learners
- Develop a response to a specific teaching and learning challenge
- Engage in peer dialogue to refine and strengthen your approach
- Reflect critically on your role in shaping inclusive learning environments

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